



SURVEY ON NEGATIVE EMOTIONS OF PRIMARY SCHOOL STUDENTS: A CASE STUDY IN VIETNAM

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ABSTRACT

Emotion is a biological state related to the nervous system brought on by various neurophysiological changes associated with thoughts, feelings, and behavioral responses. Because they do not have psychological maturity, when they encounter negative emotions, primary school students often lead to uncontrolled behaviors, form wrong thoughts, psychological imbalance, and negatively affect their health, later personality formation.

To better understand the negative emotions as well as the expression of negative emotions of high school students, we conducted a survey with 117 teachers teaching grades 1 and 2 at all primary schools in Bien Hoa city, Dong Nai province, Vietnam. Research results show that most students have negative emotions such as anxiety and boredom. These emotions are expressed weakly through language such as: speaking in a low voice, stammering, not knowing what to say, talking privately... To minimize negative emotions for students, teachers have used certain measures, but the effectiveness is not high. To contribute to the prevention of negative emotions in primary school students' learning, we recommend that it is necessary to improve the awareness of teachers and parents about the child's psycho-physiological changes, at the same time, it is necessary to build a friendly, happy, cohesive and sharing school environment

KEYWORDS: Emotions, Negative Emotions, Learning, Primary School Students.

1. INTRODUCTION

Emotion is a biological state related to the nervous system brought on by various neurophysiological changes such as associated thoughts, feelings, behavioral responses and degrees of pleasure or unhappiness (Daniel, 2011). Negative emotions are emotions that hinder human activities, make individuals weak, inferior, depressed, lack of clarity leading to passivity, helplessness, inability to act (Simic et al., 2021). According to Villavicencio & Bernardo (2013), negative emotions in learning not only affect learners but also the training institutions. Due to the lack of psychological maturity, when experiencing negative emotions, learners in general and adolescents in particular often lead to uncontrolled behaviors, wrong thinking, and psychological imbalance. ... adversely affect the process of personality formation later (Bui, 2023). In terms of consequences, negative emotions in learning first reduce motivation to study, irritability, and anger with friends for no reason, if the situation is not resolved soon, it can cause greater consequences such as discouragement, disorientation, resistance, arbitrary breaking of classroom and school rules (Gracia, 2016). It can be seen that the age of primary school students is the age with many important changes in psychophysiology, due to the change in learning activities (moving from fun activities in preschool to learning activities in elementary school). It is this change that makes students feel excited, but in the learning process they also face many difficulties, making them feel tired, stressed, and depressed. Therefore, the study of negative emotions as well as the manifestations of negative emotions, measures to limit and prevent negative emotions are important in the educational process for students in elementary school.

Research Question

- (I) Students' negative emotions and what manifestations of negative emotions are common among primary school students?
- (II) What strategies did elementary school teachers use to help students reduce negative emotions?

2. LITERATURE REVIEW

2.1 Negative emotions

Andries (2011) suggests that negative emotions are cognitively related and in a dysfunctional way, individuals become predisposed to negative thoughts or cause the handling of information for an undesirable situation to be perceived in a threatening manner. Gumora & Arsenio (2002) suggested that students who experienced negative emotions during learning tasks had lower average scores than other students. (Pekrun, 2014) states that the negative emotions experienced are unpleasant, they also vary from person to person, physiologically and cognitively, in addition, negative emotions can be destructive or motivating the development of each individual. We believe that negative emotion is a psychological state that shows the subject's attitude towards the object related to the dissatisfaction of his own needs or the failure to meet the requirements of society and expressed through verbal and non-verbal behavior.

2.2 Effects of negative emotions on learning

Arsenio & Loria, 2014 reported that students with a lot of negative emotions get worse grades than their peers; Negative emotions have the role of narrowing cognitive focus, it is a threat to the resources needed for learning. Derakshan &

Eysenck (2009) also stated in their research that students' moods are actually related to their grades, especially negative moods that lead to poorer academic performance. On the other hand, positive emotions are the ones that promote exploration and curiosity, which are essential for learning. So it is possible to produce a higher learning outcome that needs to generate positive emotions, because they create an urge to explore, integrate diverse literature, and extend potential approaches to problem solving Fredrickson (2011). Akgun & Ciarrochi (2003) reported that stress, an example of negative emotion, is associated with negative learning outcomes. Compton & Hoffman (2013) reported that students' academic performance improves when they are more optimistic. In addition, some other studies also show that students' emotions are related to their academic performance, in which positive emotions are a motivating factor (Frenzel, Pekrun & Goetz, 2007; King & Areepattamannil, 2014).

2.2.3 Expression of negative emotions in students

Students' negative emotions are often expressed as anger, anxiety, shame, frustration, boredom, and anxiety, putting them at risk of depression, lack of concentration, crime, and aggression. (Dung, 2013). Hang (2010) said that students are afraid to answer the teacher's questions, not interested in going to school. In addition, according to the above two authors, the students' negative emotions expressed in terms of behavior are usually: shouting, or grumpy voice; talking in private, whispering, stammering, weak, incoherent, blank face, drowsy, red face, pale face; trembling when standing reading speech in front of class, stomping, waving hands, scribbling.... Hac et al. (1989) reported that the negative emotions of primary school students in learning activities are quite diverse, including: Worrying too much; Afraid, timid when the teacher calls to the board; Feel stress; Easily angered and depressed, frustrated when meeting failures in learning; Difficulty making and maintaining friendships; Difficult to cooperate when working in groups. Dingzhou (2008), said that the main manifestations of negative emotions in students are fear, anxiety and distraction.

3. DATA AND METHODS

Data

To conduct the research, we sent a survey to all teachers teaching grade 1 and grade 2 students in primary schools in Bien Hoa, Dong Nai Province, Vietnam in June 2022. The teachers then observed the classroom they were in charge of and ticked off the corresponding items in the questionnaire and we received them back in December 2022. We choose Bien Hoa city as a representative sample for the following 2 reasons:

Firstly, Bien Hoa is an industrial city, work in factories, shifts, and crews leaves parents and families with very little time to take care of students. Meanwhile, Liu et al (2005) also showed that improper parenting, lack of attention increases the anxiety level of children when having to interact with educational institutions.

Secondly, Bien Hoa city, is a leader in piloting psychological support measures for students, so the research results here have a very important role to make recommendations in the future. At the end of the data collection process, we obtained 117 survey questionnaires from 117 teachers, of which 1st grade teachers (65, 55.6%) and 2nd grade (51.44.4%).

Measure

To conduct the study, a survey was built based on the above overview assessments in consultation with 3 experts in the field of psychology and 5 teachers. As a result, we built a survey with 3 main contents: Part 1 includes questions related to teachers' information and general comments about students' feelings; Part 2, which is the expression of negative emotions in students, consists of 22 questions; Part 3 contains 16 questions related to teachers' measures to help students reduce negative emotions. The questions in part 2 and part 3 are designed on a 5-level scale, "0" corresponds to "never" to 4 corresponds to "very often".

Data analysis

In order to achieve the content proposed by the study, we used a cross-sectional descriptive method for the collected data. Data after collection will be cleaned and calculated values such as: quantity, percentage, mean value, standard deviation, the results are presented in the form of tables and graphs.

4. RESEARCH RESULTS AND DISCUSSION

Students' emotions

Figure 1, detailed description of the emotions of grade 1 and grade 2 students, The analysis results show the following: The main emotion of the students is anxiety (96.0%); followed by bored 82.2% and emotion was indifference 54.8%, while the emotion of fear had a rate of 42.6%. In addition, other emotions such as fun and angry accounted for the lower percentage (17.5% and 14.6%).

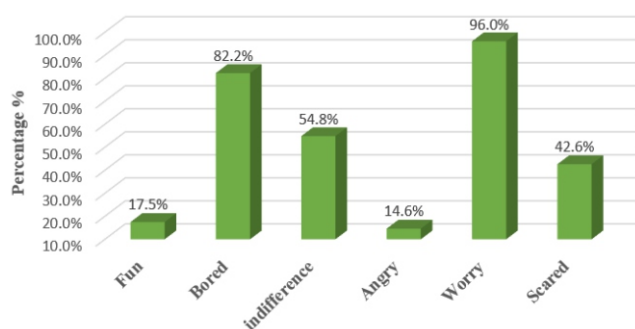
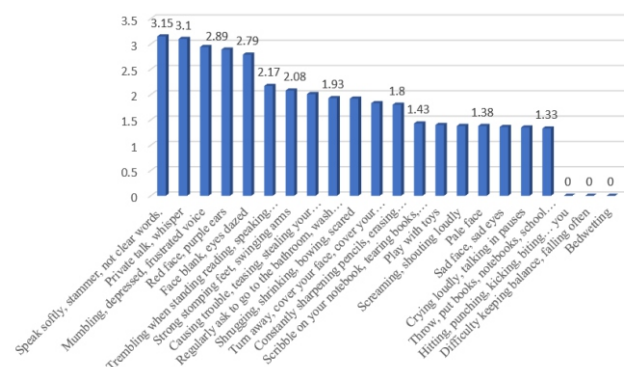


Figure 1: Student's emotions

Thus, it can be seen that students in grades 1 and 2 have mainly anxiety, boredom and apathy. The results of this study are also found in some studies such as that of (Dung, 2013); Hang (2010); Dingzhou (2008). We believe that first-graders and second-graders face many difficulties and surprises when they start transitioning from preschool to new level. Students are still very unfamiliar with new knowledge, teachers, friends as well as issues related to activities, time and environment, so students' negative emotions are relatively high.

Expression of negative emotions

Figure 2, detailed description of the level of behavior when students experience negative emotions, the behaviors that appear most often in students are "Speak softly, stutter, don't speak clearly" (3.15), followed by "Speaking privately in class, whispering" (3.10) and Mumbling, in a bored, frustrated tone (2.94). This result shows that most of the negative emotional expressions of primary school students are expressed through words. Followed by features such as: "drowsiness" (2.89); turn away, avoid contact with teachers (1.91); Besides, the expressions for anger such as: Throwing, placing books, notebooks, school supplies on the table (1.33); Loud crying, interrupted speech (1.35), shouting and shouting (1.38), are the least common manifestations.



Note: the expression of negative emotions in students is measured by a 5-level scale (corresponding to a score of 0-4); The average score measures the level of expression, the higher the average score, the more often the expression level

Figure 2: Expression of negative emotions

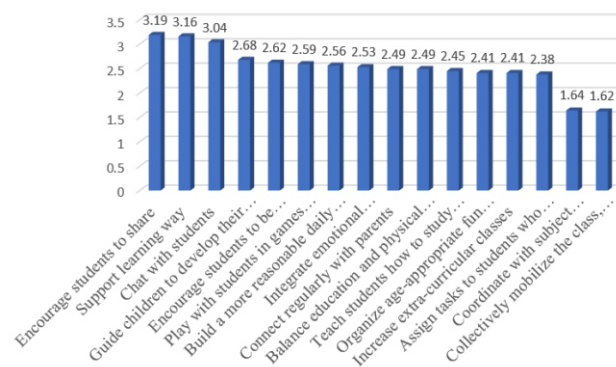
With the above results, we found that, most of the students' expressions when they encounter negative emotions are expressed through words, they have less behaviors of hitting, biting friends or throwing things, at the same time, the

expressions that are supposed to never appear are "Hitting, punching, kicking, biting you"; "Difficulty balancing, falling"; "bedwetting".

Measures taken by teachers to help students reduce negative emotions

Figure 3, detailing teachers' use of supportive measures to reduce students' negative emotions. Some of the methods most used by teachers are Encouraging students to share (3.19); Support learning styles (3.16); Talking to students (3.04), these solutions scored above 3 scores, corresponding to the level of "use is often and very often" mainly. Besides, the measures that teachers use at least are Coordinating with subject teachers, organizing teams to support children (1.62); Collective mobilization of classes and groups of friends to support students (1.64), has a score of 1.6, corresponding to the ratio of the degree of "sometimes and sometimes".

Thus, in order to help students reduce negative emotions in learning activities, teachers encouraged students to share about the problems they are facing, guide them on how to study as well as build learning and living plans, however, these measures as well as their implementation have not been highly effective in reducing students' negative emotions.



Note: the teacher's use of supportive measures is measured by a 5-level scale (corresponding to a score from 0 - 4), the average score measures the level of use, the higher the average score is, the higher, the more often that measure is used.

Figure 3: Support measures to reduce negative emotions

5. CONCLUSION

Negative emotions are emotions that hinder people's activities, make individuals weak, inferior, depressed, lack of clarity leading to passivity, helplessness, and inability to perform positive actions. The survey results for 117 teachers who are teaching grade 1 and grade 2 at primary schools in Bien Hoa city, Dong Nai province, Vietnam show that most students have negative emotions such as: worry, boredom. These emotions are mainly expressed through expressions such as: low voice, stammering, incoherence, private talk, whispering, mumbling, depressed voice, disappointment. Besides, to support students to reduce negative emotions, most teachers have used measures such as, talking to students, encouraging students to share problems to reduce negative emotions. However, these measures have not yet brought about a practical effect, as evidenced by the high rate of students' negative emotions.

To contribute to the prevention of negative emotions in the learning activities of primary school students, it is necessary to increase the knowledge and awareness ability for teachers and parents about the child's psycho-physiological characteristics, and at the same time it is necessary to building a friendly learning environment for students, so that every day they come to school is a happy day.

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